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ABSTRACT

This learning module is one of a series that teaches the competencies of "Job Search Skills," part of the "Work Skills" package--a set of competency-based instructional materials written for low-level readers that prepares students with specific job search and job keeping skills. ("Work Skills" is part of the "Connections" package, which represents a synthesis of significant work on education and employment and presents a coordinated set of resources to assist school administrators, counselors, teachers, and employers in helping students in their school and work transitions.) The following tasks are covered in a series of operational units: exercising integrity and good judgment (maintaining confidentiality and loyalty and demonstrating honesty), respecting property (caring for the building and for the equipment and furniture), and following company rules (following company policies and procedures and negotiating to resolve conflicts). Each operational unit contains some or all of the following: a competency statement, a task statement, a unit title, a performance objective, steps entailed in completing the performance objective, and one or more information sheets. (MN)

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Work Skills

Work Maturity Skills
Competency 4

Practice Ethical Behavior

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Connections
School and Work Transitions

Work Skills

Competency 4.0
Practice Ethical Behavior

A Module in the Work Maturity Skills Series

Bettina A. Lankard

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Introduction

The Work Maturity Skills training program is designed to help you develop the skills you need to keep a job. These skills, which are called work maturity skills, are skills that relate to a worker's behavior on the job. They are as important as job skills. They enable workers to function in a job setting.

Why Do You Need Work Maturity Skills?
All workers interact with other people—their bosses and co-workers, their customers and suppliers, mail workers, telephone operators, and many others. Even people who work alone interact with at least one other person. Therefore, workers must know how to get along with others.

Work maturity skills have a lot to do with relationships with others. Think about your—

- appearance,
- ability to accept responsibility,
- character,
- method of communicating,
- work attitudes,
- ability to cooperate with others, and
- work habits.

All these factors affect interpersonal relationships.

Another part of work maturity is doing a good job. There are special attitudes, habits, and practices that enable people to do their work well . . . to be productive. Some of these are—

- being dependable,
- accepting new ways of doing things,
- maintaining confidentiality,
- being punctual,
- using good communication,
- managing responsibilities,
- completing tasks willingly and on time,
- operating equipment safely, and
- dealing with frustration.

All of these factors affect quality of work.

Do you know the main reason people lose their jobs? It is *not* because they lack job skills. It is because they cannot get along with others and do a good job. They lack work maturity skills.

Can you understand why people need skills in these areas? These skills affect how people see you . . . and feel about you. They affect how you do your job. They may determine whether or not you keep your job.

Once you learn these work maturity skills, you will be able to function in many kinds of jobs. That is true because these skills are transferable. That is, they can be transferred (taken) from one job to another. These are valuable skills to have in our changing society. They are skills that will keep you employable.

What Is So Special about the Work Maturity Skills Program?

The Work Maturity Skills training program follows a special course of instruction. 't is called individualized competency-based instruction.

Individualized Competency-Based Instruction

That is a long title!

- *Individualized* means it is designed for you and your needs.
- *Competency-based instruction* means the instruction is based on (built around) competencies or sets of skills.

Individualized competency-based instruction is special. It allows you to work on skills you need . . . not the ones you already have. For example, do you arrive on time for classes? Meetings? Work? Yes? Then you do not have to develop this competency. You already have it. You can spend your time on competencies you need.

There is another advantage to an individualized program. You can progress at your own pace. You may find that some skills are easy for you. They will require little time to develop. Other skills may be especially difficult. Developing those skills will require more time. You can determine the time you spend on each skill. You can set the pace.

What Are the Competencies Required for Work Maturity?
Employers have identified seven main sets of skills or competencies they want their workers to have. These competencies are:

1.0 Present a Positive Image
2.0 Exhibit Positive Work Attitudes
3.0 Practice Good Work Habits
4.0 Practice Ethical Behavior
5.0 Communicate Effectively
6.0 Accept Responsibility
7.0 Cooperate with Others

How Is This Individualized Program Built around These Competencies?
Instructions for developing each of the seven Work Maturity Competencies are in seven separate modules. This module contains instruction for Competency 4.0: Practice Ethical Behavior.

Look at the outline that follows:

4.0: Practice Ethical Behavior

4.01: Exercise Integrity and Good Judgment

4.01A: Maintain Confidentiality

4.01B: Maintain Loyalty

4.01C: Demonstrate Honesty

4.02: Respect Property

4.02A: Care for the Building

4.02B: Care for Equipment and Furniture

4.03: Follow Company Rules

4.03A: Follow Company Policies and Operating Procedures

4.03B: Negotiate to Resolve Conflicts

Find the competency statement. It is listed by whole number. Example:

4.0: Practice Ethical Behavior

Each competency is broken down into tasks. These tasks are *parts* of competencies. They are the tasks you must do to develop the competencies. The tasks are numbered with decimals. Example:

4.01: Exercise Integrity and Good Judgment
4.02: Respect Property

Each task is broken down into operational units. Operational units are units of work. They are *parts* of tasks. The operational unit to each task is designated by letter. Example:

4.01A: Maintain Confidentiality
4.01B: Maintain Loyalty

Read through the outline. Get to know the content areas.

How Should I Begin?
First, learn how the module is organized. Turn to the first operational unit. Each operational unit is titled in this way:

Competency 4.0:	Practice Ethical Behavior
Task 4.01:	Exercise Integrity and Good Judgment
Operational Unit 4.01A:	**Maintain Confidentiality**

Next is the performance objective. This objective is a statement. It describes—

- the conditions under which you begin your performance:

  Given certain job-related facts

- the job-related performance expected of you:

  you will be able to maintain confidentiality

- and the standards of performance:

  to the satisfaction of the instructor

Next are the steps you will follow to do the unit of work. Example:

Step 1. Find out the types of facts that must be kept confidential (private).

And following are the procedures you will follow to do the steps. Example:

a. Talk with an employer or supervisor. Or talk with a person who works in a job you might like. Ask about the kinds of facts that must be kept private.
b. Find out if there are any state or local rules about privacy in the job.
c. Make a list of information that must be kept confidential.

The information sheets for this module are included. Get worksheets and evaluation checklists from your instructor. Keep your completed worksheets and other pages. You will refer to them throughout the program.

After you complete all the procedures and steps, *stop*. This is the time you must decide if you are in doubt about any part of the unit. If so, you must seek help from your instructor and repeat the unit.

If you feel you have satisfactorily completed the unit, rate yourself on the evaluation checklist. (The evaluation checklist is at the end of the unit.) Then see your instructor. Give him or her your completed worksheet and the evaluation checklist. Your instructor will check your work and rate you on the checklist. Then you will begin another operational unit.

Now, read the evaluation checklists in the operational units. Can you perform any of the skills? If so, see your instructor. Demonstrate the skill required. Ask the instructor to evaluate you. There is no need to work on competencies you already have.

Then, begin to work on a competency you need.

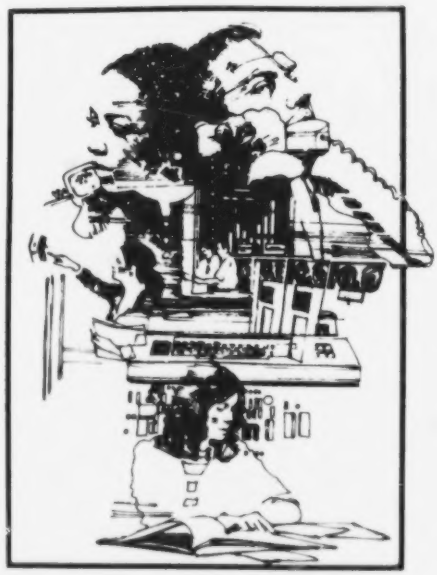
Good luck! Enjoy the Work Maturity Skills training program.

Task 4.01
Exercise Integrity and Good Judgment

Competency 4.0:	Practice Ethical Behavior
Task 4.01:	Exercise Integrity and Good Judgment
Operational Unit 4.01A:	**Maintain Confidentiality**
Performance Objective:	Given certain job-related facts, you will be able to maintain confidentiality to the satisfaction of the instructor.

Step 1. Find out the types of facts that must be kept confidential (private).

a. Talk with an employer or supervisor. Or talk with a person who works in a job you might like. Ask about the kinds of facts that must be kept private.
b. Find out if there are any state or local rules about privacy in the job.
c. Make a list of information that must be kept confidential.



Step 2. Find out reasons for maintaining confidentiality.

a. Compare your lists with the lists of several students. Compare the types of facts that must be kept private.
b. Discuss reasons why it is important to keep such facts confidential. Include your instructor in this discussion. Ask your instructor to invite employers to your class to discuss this issue.
c. Record the reasons on your lists from Step 1.

Step 3. Plan ways to protect the rights of customers, supervisors, and co-workers.

a. Discuss ways to answer phone requests. Discuss ways to keep from telling confidential facts.

b. Discuss ways to behave in social settings . . . among family and friends. Discuss ways to keep from gossiping.
c. Discuss ways to maintain confidentiality on the job.
d. Make a list of rules you could follow to maintain confidentiality in each situation noted above.
e. Show all your lists to your instructor.

Step 4. Demonstrate your ability to maintain confidentiality.

a. Select a partner.
b Ask the partner to try to get the following facts from you:
   - The company sales figures ($176,000)
   - The telephone number of Mr. Stone, the owner (423-1967)
   - Whether or not Ms. Fisher is married (She is not.)
c. Role play methods you would use to protect others . . . the business, the owner, a co-worker.
d. Reverse roles. Try several different ways to get the facts. Use the telephone, a social gathering, a lunch hour.
e. List other strategies for keeping information confidential.
f. Now, role play the situation for your instructor. Show methods you use to keep facts confidential.

Step 5. Follow the correct procedure for releasing information you are authorized to release.

a. Check the identification of the person requesting the information.
b. Make sure that person is authorized (legally allowed) to receive the facts.
c. Make sure the information is complete and accurate.
d. Keep your voice low so other people cannot hear you.

e. Role play another situation with a partner. Practice following the procedures listed above (a to d). Ask your instructor to observe.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to rate you and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Competency 4.0:	Practice Ethical Behavior
Task 4.01:	Exercise Integrity and Good Judgment
Operational Unit 4.01B:	**Maintain Loyalty**
Performance Objective:	Given certain guidelines, you will be able to demonstrate loyal behavior to the satisfaction of the instructor.

Step 1. Avoid spreading rumors.

a. Find out how rumors can affect a company, its workers, and customers. Do Part 1 of Worksheet 4.01B.
b. Plan ways to avoid spreading rumors. List five rules that will help you. List them on Part 2 of Worksheet 4.01B.
c. Practice your ability to avoid spreading rumors. Follow the rules you listed.
d. Discuss your progress regularly with your instructor. Find out the times you are most tempted to gossip.
e. Plan additional ways to help you avoid temptation to gossip. List these ways on the worksheet. Follow your plan.

Step 2. Avoid criticisms and judgments about office or shop procedures.

a. Identify the good and bad aspects of office or shop procedures. Do Part 3 of Worksheet 4.01B.
b. Discuss concerns with your supervisor or instructor.
c. Find out reasons for certain procedures. List them on the worksheet.
d. Learn if any procedures can be changed or altered and, if so, how.
e. Accept the things you cannot change. Recognize how the procedures benefit some of the workers.

Step 3. Avoid criticisms and judgments about other people.

a. Respect the rights of your instructor or supervisor and the people you serve.
b. Do not interfere in another person's work if you are not the supervisor.
c. Give *suggestions*, not orders. Give them to the person involved. Do not criticize! Do not behave as an authority! Do not talk about the person behind his or her back.
d. Discuss important issues or concerns with your instructor or supervisor.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Competency 4.0:	Practice Ethical Behavior
Task 4.01:	Exercise Integrity and Good Judgment
Operational Unit 4.01C:	**Demonstrate Honesty**
Performance Objective:	Given a set of situations, you will be able to apply principles of honesty to the situations to the satisfaction of the instructor.

Step 1. Be truthful.

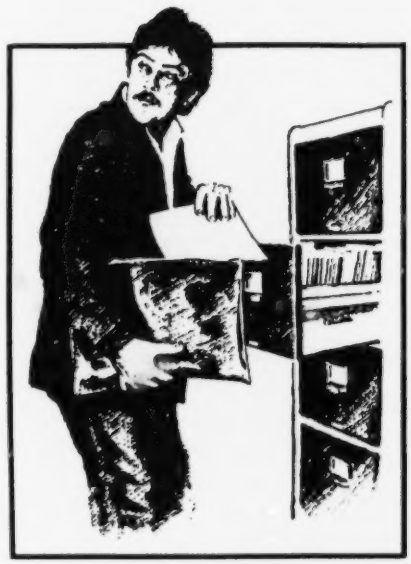
a. Always tell the truth in your dealings with the public. Don't promise things you cannot deliver.
b. Always be truthful with co-workers. Don't say you have completed a task when you haven't.
c. Always be truthful with your supervisors. Don't say you will work extra hours and then not do it.
d. Demonstrate your ability to practice honest behavior. Do Part 1 of Worksheet 4.01C.

Step 2. Admit mistakes.

a. Find out the benefits of admitting mistakes. Discuss the issue with other students. Discuss such questions as the following:
   - Do other people usually know when you have made a mistake?
   - What do you and other people think about persons who lie to others?
   - How do you feel about people who admit their mistakes? Do you respect them? Do you ever make mistakes?
   - How do mistakes help you to learn?
b. Describe the benefits of being honest about your mistakes. Write a paragraph in Part 2 of Worksheet 4.01C.

c. Apply honesty to your work situations. Complete Part 3 of Worksheet 4.01C.

Step 3. Avoid taking company supplies, equipment, or funds for personal use.



a. Distinguish between stealing and not stealing. Do Part 4 of Worksheet 4.01C.
b. Find out some moral reasons for not stealing. Do Part 5 of Worksheet 4.01C.
c. Find out some legal penalties for stealing. Do Part 6 of Worksheet 4.01C.
d. Practice honest behavior.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin the first unit for the next task in this module.

Task 4.02
Respect Property

Competency 4.0:	Practice Ethical Behavior
Task 4.02:	Respect Property
Operational Unit 4.02A:	**Care for the Building**
Performance Objective:	Given the use of a building, you will be able to identify and follow at least 10 rules for building care to the satisfaction of the instructor.

Step 1. Find out why you should help care for a building you use.

a. Find out how building damage affects owners and renters. Do Part 1 of Worksheet 4.02A.
b. Find out how building damage affects people who use the building. Do Part 2 of Worksheet 4.02A.
c. Find out how building damage affects other people in the town. Do Part 3 of Worksheet 4.02A.
d. List six reasons why you should care for a building you use. Record your list on Part 4 of Worksheet 4.02A.

Step 2. Find out how you can help take care of the outside of a building.

a. Find out who does maintenance on one building. Find this fact for the building where you work. Or find it for the building where you are taking this training program.
b. Find out the specific tasks done by the maintenance crew. Ask the person in charge of maintenance. List the tasks on a sheet of paper.
c. Find out if any extra maintenance is ever needed. Sometimes people who use the building create extra work. List the work on a sheet of paper.

d. Discuss ways you can help with building care. Ask a maintenance worker for some ideas. Discuss the issues with other students.
e. List at least five ways you can help care for the building exterior. List the ways on Part 5 of Worksheet 4.02A.

Step 3. Find out how you can care for the inside of a building.

a. Find out the name of the custodian. (The custodian is the person who cares for the inside of the building.) Arrange to meet with the person.
b. Discuss the topics of building care with the custodian. Find out about the work in caring for—
   - floors,
   - walls, and
   - fixtures.
c. Observe any damage done by people who use the building. Ask the custodian to show you some examples.
d. Discuss ways you can help with building care. Ask a custodian for some ideas. Discuss the issue with other students.
e. List at least five ways you can help care for the building interior. Write this list on Part 6 of Worksheet 4.02A.

Step 4. Follow rules to care for the building.

a. Read your five rules for caring for the exterior of a building. Read your five rules for caring for the building interior. (See Worksheet 4.02A.)
b. Follow the rules for building care whenever you use a building.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Competency 4.0:	Practice Ethical Behavior
Task 4.02:	Respect Property
Operational Unit 4.02B:	**Care for Equipment and Furniture**
Performance Objective:	Given the use of equipment and furniture, you will be able to follow rules for proper use and care of the items to the satisfaction of the instructor.

Step 1. Follow correct procedures for equipment use.

a. Read the operating manuals for equipment use. Ask your supervisor or instructor for the manuals if you do not have them.
b. Practice the correct use of each piece of equipment while under the supervision of a qualified person. Ask your instructor to arrange for you to work under such supervision. Or ask your supervisor to assign such a person to watch you.
c. Demonstrate proper use of the equipment. Follow each step in the manual. Ask the instructor or supervisor to approve your work.

Step 2. Avoid abuse or damage to equipment and furniture.

a. Find out the cost of repairing or replacing items. Identify 10 items. Ask your instructor or supervisor for cost estimates. Or check prices at local stores.
b Find out legal penalties for damaging equipment and furniture. Ask your instructor or supervisor for help.
c. List three ways you can avoid damaging equipment and furniture.

Step 3. Follow instructions about the cleaning and care of equipment.

a. Read the operating manuals for the equipment you use.
b. Practice cleaning and caring for the equipment. Do this under proper supervision.
c. Demonstrate proper cleaning and care procedures. Show your instructor or supervisor. Ask him or her to approve your work.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to rate you and advise you if necessary.

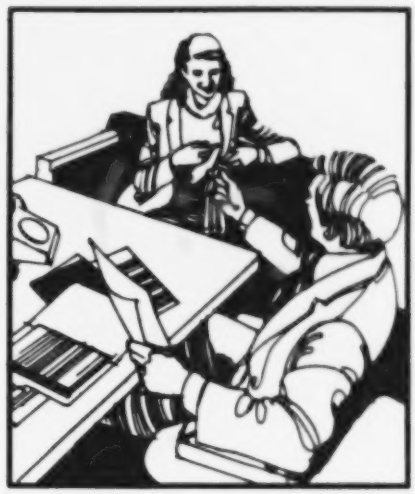
After the instructor verifies each item on the checklist, begin the first unit for the next task in this module.

Task 4.03
Follow
Company Rules

Competency 4.0:	Practice Ethical Behavior
Task 4.03:	Follow Company Rules
Operational Unit 4.03A:	**Follow Company Policies and Operating Procedures**
Performance Objective:	Given a set of company policies and procedures, you will be able to follow the guidelines to the satisfaction of the instructor.

Step 1. Find out the personnel policies and procedures of a local company.

a. Select a local company. (Choose the company for which you work or would like to work.)
b. Get the company's policy and procedure manual. Ask someone in the personnel division. Or ask your instructor to get a copy for you.
c. Read about the policies and procedures for—
   - Lateness
   - Absences
   - Time sheets
   - Vacations
   - Sick leave
   - Rest breaks
d. Record facts about the personnel policies and procedures. Do this on Part 1 of Worksheet 4.03A.



Step 2. Find out the operating policies and procedures of a local company.

a. Get the operating manual of the company you chose in Step 1.

b. Read about the policies and procedures for—
   - hiring,
   - firing, and
   - promoting.

c. Record these operating procedures on Part 2 of Worksheet 4.03A.

Step 3. Demonstrate your ability to follow established rules.

a. Find out the policies and procedures for this training program.
b. Record the rules on Part 3 of Worksheet 4.03A.
c. Follow the rules while you are in this program. Act as if you are on the job.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet to the instructor for evaluation. Your instructor will observe your ability to follow rules during this program. He or she will advise you, if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Competency 4.0:	Practice Ethical Behavior
Task 4.03:	Follow Company Rules
Operational Unit 4.03B:	**Negotiate to Resolve Conflicts**
Performance Objective:	Given a simulated work situation, you will be able to engage in negotiations and identify three benefits of compromise to the satisfaction of the instructor.

Step 1. Identify possible conflicts between a company and its workers.

a. Make a list of benefits workers want from the company. List things like high pay, latest equipment, good working conditions, recognition, reasonable work load, special working hours, job satisfaction, fellowship, and so forth.
b. Make a list of benefits companies want from their workers. List things like efficient work, quality work, high production, and lost costs.
c. Add to your lists. Get other ideas from your classmates, instructor, and parents.
d. Identify one worker benefit and one company benefit that could be in conflict. For example:
(worker) high pay/(company) low costs.
Interview employers and workers to learn the needs they have found to be in conflict at times.
e. List conflicting needs on Part 1 of Worksheet 4.03B.

Step 2. Identify reasons why it is important to resolve conflicts.

a. Identify ways both companies and workers lose when their needs are conflicting. Do Part 2 of Worksheet 4.03B.

b. Discuss reasons why resolving conflicts is important. Ask employers why companies want to resolve conflicts with workers. Ask workers why they want to resolve conflicts with employers. Discuss what you learn with your classmates.
c. List three reasons why it is important to resolve conflicts between a company and its workers. List them on Part 3 of Worksheet 4.03B.

Step 3. Find out how companies resolve their own conflicts.

a. Invite a member of a nonunionized company to speak to your training class. Your instructor will help you.
b. Ask questions to learn how the company resolves conflicts with co-workers.
c. Ask questions to learn why the company likes to resolve its own conflicts. Ask how the company and workers benefit by not having a union.
d. Explain why you would like to work for a company that does not have a union. Write a short paragraph on Part 4 of Worksheet 4.03B.

Step 4. Find out how unions help companies and workers resolve conflicts.

a. Invite a union representative to speak to your training class.
b. Ask questions to learn ways in which unions benefit workers.
c. Explain why you would like to work for a company that has a union. Write a paragraph on Part 5 of Worksheet 4.03B.

Step 5. Engage in negotiation with the company.

a. Form a group with five other students.
b Form into two teams. Have three people in each team. Team 1 should be workers. Team 2 should be company officers.

c. Read about the situation described on Information Sheet 4.03B.
d. Present arguments. Read the facts on the information sheet. Team 1 should go first, then Team 2.
e. Try to reach a compromise that is good for both groups.
f. Make a list of the compromises made by each group.

Step 6. Analyze the negotiations.

a. Analyze the compromises. Do Part 6 of Worksheet 4.03B.
b. Identify ways outside organizations like labor unions can help in the bargaining process. Do Part 7 of Worksheet 4.03B.

Now . . .
Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another competency module. Work until you have completd all seven modules.

Information Sheet 4.03B

B & P Trucking Company

B & P is a trucking company in Chicago, Illinois. It employs twenty truck drivers. The drivers cover X number of miles each week. And they are paid by the mile.

B & P is having a bad year financially. It is a small company. It used to get much of its business because it charged less than large companies. However, this year gasoline prices have gone up. So B & P has raised its prices for interstate shipping. It did not raise its in-state rates. As a result of this, some of the old customers quit shipping with B & P. They felt the interstate prices were too high.

Now most of B & P's customers do local shipping. They hire the trucks to drive shorter distances. The truck drivers must drive through Chicago and its busy suburbs. They can't cover as many miles as they used to cover. And they are having more accidents.

B & P truck drivers are not making as much money as they did in the past. But they feel they are working just as hard as ever. They have a grievance. They must negotiate with the company to resolve the conflict.

Negotiations

Facts for the B & P Company officials:

1. B & P is losing money.
2. Gasoline costs have increased.
3. B & P has lost some old customers.
4. New customers have different needs.

Facts for workers:

1. Workers feel they should be making more money for their work.
2. Workers drive shorter distances with each load.
3. Workers don't like driving through large cities.
4. Workers believe they are having more accidents because they are forced to cover X miles with more city driving.

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

For further information contact:

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CONNECTIONS ORDER FORM

Available by special purchase options or by individual item.

Order Number	Title	Unit Price	Purchase Options A	B	C	D	Quantity Ordered	Extended Price
	COORDINATOR'S RESOURCES							
SP100AA	The Connector's Guide	$ 39.95	1	1	1	1		
SP100AB	Introduction to Connections videocassette (1/2-inch VHS)	25.00	1	1	1	1		
•	Career Information in the Classroom	49.00	1	1				
SP100AC01	Dignity in the Workplace: A Labor Studies Curriculum Guide for Vocational Educators	18.50	1	1				
SP100AC02	Dignity in the Workplace: A Student's Guide to Labor Unions	7.75	1	1				
SP100AD	National Perspective on Youth Employment videocassette (1/2-inch VHS)	95.00	1	1				
	EMPLOYER'S CHOICE							
SP100BA01	Resource Manual (instructor guide and black-line masters)	25.50	1	1	1			
SP100BA02	Instructor Guide (separate)	7.00						
SP100BB01	Priorities That Count student book	4.00	1	20	20			
SP100BB02	On the Job student book	7.25	1	20	20			
SP100BC	What Works in the Job Search videocassette (1/2-inch VHS)	75.00	1	1	1			
	WORK SKILLS							
SP100CA01	Resource Manual (instructor guide and black-line masters)	29.95	1	1		1		
SP100CA02	Instructor Guide (separate)	4.75						
SP100CA03	Set of 13 Work Skills Modules	39.00	1					
SP100CB01	Orientation to the World of Work (pkg. of 5)	15.00		2 pkg.		2 pkg.		
	Job Search Skills							
SP100CB02	Prepare for the Job Search (pkg. of 5)	15.00		2 pkg.		2 pkg.		
SP100CB03	Search for Available Jobs (pkg. of 5)	15.00		2 pkg.		2 pkg.		
SP100CB04	Apply for Jobs (pkg. of 5)	15.00		2 pkg.		2 pkg.		
SP100CB05	Interview for Jobs (pkg. of 5)	15.00		2 pkg.		2 pkg.		
SP100CB06	Handle Job Offers (pkg. of 5)	15.00		2 pkg.		2 pkg.		
	Work Maturity Skills							
SP100CB07	Present a Positive Image (pkg. of 5)	15.00		2 pkg.		2 pkg.		
SP100CB08	Exhibit Positive Work Attitudes (pkg. of 5)	15.00		2 pkg.		2 pkg.		
SP100CB09	Practice Good Work Habits (pkg. of 5)	15.00		2 pkg.		2 pkg.		
SP100CB10	Practice Ethical Behavior (pkg. of 5)	15.00		2 pkg.		2 pkg.		
SP100CB11	Communicate Effectively (pkg. of 5)	15.00		2 pkg.		2 pkg.		
SP100CB12	Accept Responsibility (pkg. of 5)	15.00		2 pkg.		2 pkg.		
SP100CB13	Cooperate with Others (pkg. of 5)	15.00		2 pkg.		2 pkg.		
	CAREER PASSPORTS							
SP100DA	Career Passport Leader's Guide	9.50	1	1	1			
SP100DB	Career Passport Student Workbook (pkg. of 10)	19.95	1 ea	2 pkg	2 pkg			
	EMPLOYMENT FILE							
SP100EA01	Credentials for Employment (pkg. of 20)	19.95	1 ea	2 pkg	1 pkg	1 pkg		
SP100EA02	Career Portfolio (pkg. of 20)	9.95	1 ea	2 pkg	1 pkg	1 pkg		
	[redacted]							
SP100PR	**A** **Connections Professional Set**—A complete set of materials in the package (1 copy of each product).	350.00	1					
SP100SA	**B** **Connections Start-Up Program**—Includes the professional set and student materials for one class in Employer's Choice, one class in Work Skills, and one class in Career Passports and Employment File materials for all classes.	800.00		1				
SP100SB	**C** **Employer's Choice Sampler**—All materials for conducting a short course or infusion unit on strategies for meeting employer's hiring and retention standards.	350.00			1			
SP100SC	**D** **Work Skills Sampler**—All materials for conducting a competency-based instructional program on job search and retention for students with a low reading level.	385.00				1		

NOTE: Purchase Options A-D include 25% discount off individual unit price.

• Additional copies of this resource can be obtained by contacting Meridian Education Corporation, 205 East Locust Street, Bloomington, Illinois 61701.

[redacted] (less _____ % discount, as applicable)

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